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ABSTRACT

A 2-year curriculum transformation project for 12 humanities teachers from seven independent schools sought to help pre-college teachers integrate new information and insights based on women's studies and gender scholarship into their teaching. Topics covered during the workshops included the history of concern with women and gender; engenderment as a social process; tensions between gender shared and gender specific experience and behavior; the uniformities and diversities within and between women's and men's experience, with special attention to the effects of class, race and ethnic background; the differences and interactions between experience and ideology; theories of feminism; stages in curricular revision; and pedagogical implications of the ways society is gendered. This document is a description of the curriculum development project, and includes a syllabus and resource guide. (JD)

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DESCRIPTION OF WORKSHOP SERIES FOR PRECOLLEGE TEACHERS ON WOMEN AND GENDER, INCLUDING TOPICS COVERED, READINGS USED, AND SAMPLE HANDOUTS

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DESCRIPTION OF WORKSHOP SERIES FOR PRECOLLEGE TEACHERS ON WOMEN AND GENDER, INCLUDING TOPICS COVERED, READINGS USED, AND SAMPLE HANDOUTS

This project was supported by a grant from the George Gund Foundation of Cleveland, Ohio. Participating were The Andrews School, Hathaway Brown School, Hawken School, Lake Ridge Academy, Laurel School, University School, and Western Reserve Academy.
Project Director: Dr. A. Chapman, Western Reserve Academy, Hudson, OH.

A two-year curriculum transformation project for twelve humanities teachers from seven independent schools in Cleveland, Ohio, sought to help pre-college teachers integrate new information and insights based on women's studies and gender scholarship into their teaching; foster a group of potential change agents whose mutual support and empowerment would allow them to empower others in their turn; and generate curricula useable by other faculty. Participants taught fourth to twelfth graders, came from both singlesex and coeducational schools, and included both women and men.

Topics covered during the workshops included the history of concern with women and gender; engenderment as a social process; tensions between conceptions of women as victims and as agents, and between gender shared and gender specific experience and behavior; the uniformities and diversities within and between women's and men's experience, with special attention to the effects of class, race and ethnic background; the differences and interactions between experience and ideology; theories of feminism; stages in curricular re-vision; and pedagogical implications of the ways society is gendered.

An unusual and successful feature of the project was the classroom visits paid to each other by participants during the second year.

Participants felt they had gained new perspectives on familiar works and issues, and new strategies for analysis. They found attention to gender added depth and complexity to their subject matter. They developed three new courses, and changed existing ones in ways that typically included but were not limited to more material being presented to students by and about women and minorities. They found themselves using new pedagogical techniques, and sharing ideas and materials with colleagues and others. The ripples spread wide.

The syllabus, readings and handouts that follow are easily adaptable wholesale or piecemeal to a wide variety of situations, including integration into foundations and methods courses in colleges of education, weekend or summer workshops, and collaborative efforts by pre-college teachers themselves.

TOPICS COVERED IN WORKSHOP SERIES ON INTEGRATING NEW SCHOLARSHIP ON WOMEN AND GENDER INTO PRECOLLEGE HUMANITIES CURRICULA

Introduction

A. Background to action: exploring resistances (See BACKGROUND TO ACTION, enclosed.)

B. Stages of curriculum change (See Schuster and Van Dyne, Women's Place, listed in READINGS USED, enclosed.)

Critique of a decade of curriculum revision aimed at integrating women into English, history and arts courses

(Curricula critiqued are listed in READINGS USED, enclosed.)

A. Subject matter:
content and organization/method of presentation
* integrationist/separatist;
* "great women"/"social forces";
* ideology/actualities;
* victim & oppression/autonomy & agency;
* status relative to men/separate from men;
* emphasis on differences/commonalities.

B. Teachability:
* what would have to be left out to make time for new material?
* what changed because of it?
* what student resistances might have to be overcome?

Theoretical background

A. Biological predispositions to cognitive and affective differences between women and men may exist. Cultural promotion of such differences definitely exists, as does the generally higher valuation of the male over the female pattern. Schools as institutions as well as parents, peers, the media, and teachers contribute (largely unconsciously) to the different-and-unequal gender patterning.

B. Becoming aware of ways in which teachers and schools contribute to the maintenance of gender stereotyping and gender-based inequalities is a necessary first step towards changes that are in the interests of both girls and boys.

C. Major issues with clear and continued relevance in educational settings have been
* the cultural distortion/limitation of women's physical, emotional and intellectual development (with the acknowledgement that men, too, suffer from the distortions imposed by cultural gender stereotyping);
* the equity issue inherent in the cultural denial to women of rights, responsibilities and rewards equal to those of men;
* the maladaptiveness for all humans of having the stereotypically male values of competition, violence, aggression be the dominant ones, with a concomitant lesser regard for stereotypically female nurturance for the powerless;

* the maladaptiveness of both female and male gender stereotypes developed during earlier historical periods continuing to be operative though seriously out of synch with contemporary conditions (See Chapman, The Difference it Makes, listed in READINGS USED, enclosed).

Historical background

A. Women's rights and feminist/women's liberation movements need to be seen in the broader context of agitation for rights by previously deprived groups, in order to appreciate both similarities and differences.
B. There's more to it than Wollstonecraft, abolitionists in the U.S. followed by the fight for suffrage ending in the vote, and abeyance until 1963 with Friedan's Feminine Mystique and Kennedy's Commission on the Status of Women.
C. Industrialization, often seen as a key period, had major, complex, and class-differentiated effects; the 19th century concept of "separate spheres" has been very influential, but has limitations.
D. "Women as victims" and "women as agents" in history are both competing and complementary concepts in women's historiography.

Uniformities and diversities in women's and men's experience

A. Some human experience is gender-shared; some is gender-specific.
B. Universal history is gendered, stratified and diversified.
C. But history has typically been written from the perspective of, and devoted to the experiences of, elites who have typically been middle or upper class, white, western, and male.
D. Universal history needs to include women. This involves considering
    * women's history in its autonomous aspect -- women's relationships with each other, their development of specifically female institutions, their development of a consciousnessof themselves as women;
    * women's history as different from but intertwined with the history of men;
    * gender-shared history;
    * the history of socialization into gender roles; changes in the roles; and changes in the degree and methods of role enforcement by the culture;
    * how gender asymmetry is related to other aspects of women's and men's lives.

Theoretical frameworks and their potential impact on education

A. Alternative theoretical frameworks: conservative, liberal, traditional Marxist, radical and socialist feminist accounts of the relations between women and men in western society and of how they ought to be changed (see two texts by Jaggar listed in READINGS USED, enclosed).
B. Impact of the theoretical framework adopted on what would be considered the appropriate education of girls and boys.

Opportunities and dangers in curricular re-vision

A. Integrationist approaches:

1. Using existing frames

* "equal time" for women in the contexts of
  social history
  family history
  modernization theory
  genres (poetry, drama, symphonic music, sculpture etc.)

Danger: getting stuck in "how can I find a woman/work by a woman important/good enough to teach about."

2. Using new frames:

* analysis of gender-shared and gender-specific experience, and creative output: and of what conditions for each might be;
* analysis of historical process of gender construction.

Danger: ignorance/confusion as to means that could be used to decide whether a gender-specific focus is justified/relevant: how to weigh gain/loss of considering or not considering gender as a significant variable.

B. Separatist approaches:

1. Using existing frames:

* focus on women's (public) institutions - clubs, reform societies, settlement houses;
* analyze women's status;
* investigate women's culture - female networks, art, rituals, emotional bonding, development of self-consciousness;

2. Using new frames:

* life-cycle approaches;
* interplay between views of women as oppressed/passive, and as agents/self-actualizers.

Danger: neglect of relationship to men without which women cannot be fully understood, any more than men can without consideration of their relationships to women.

Selected topics in women's history and the history of men qua men
(See section on history in READINGS USED, enclosed.)

Selected topics in literature with a gender focus
(See section on literature in READINGS USED, enclosed.)

Pedagogy

A. Gender-associated (not gender specific) differences in teaching styles (the "banking" and "midwife" models: competitive/cooperative, lecture/discussion, teach the subject/teach the child) -- need both, need to recognize when each is appropriate

B. Gender-associated (not gender specific) differences in learning styles (Belenky et al. Women's Ways of Knowing which is to Perry's Forms of Intellectual and Ethical Development as Gilligan's work in A Different Voice is to

Kohlberg's -- see MODELS enclosed.

C. Classroom interaction: effects of usually unconscious stereotypic gender-expectations and of gender-associated differences in student speech-styles, participation patterns, problem-solving approaches, success attribution (see Chapman, The Difference It Makes listed in READINGS USED, enclosed)

D. Avoid:
   * segregating material on women/gender -- information needs to be given consistently and in context
   * oversimplification - need to stay aware of both uniformities and differences between the experiences of women and men; and the differences amongst each group according to time, place, race, religion, marital status, ethnic origin, etc.
   * confusing ideology with actuality -- need to distinguish between what has been said about women, and what their actual experience was
   * remaining content with supplementing textbooks -- text deficiencies can be of pedagogical use
   * failing to test material on women/gender not only directly, but as incidentals to materials focusing on other topics

E. Consider the benefits of using hands-on stimulus materials in class (See STACKED TIME-LINE, enclosed.)

BACKGROUND TO ACTION

How would you rate the importance of each of the following as obstacles to, or constraints on, your willingness and ability to work towards incorporating information on women, and issues raised by the new scholarship on women and gender, into your work with students ?

	high				low
Our/my syllabus/curriculum leaves no time/space for it	1	2	3	4	5
Too busy to find information/psychic energy needed	1	2	3	4	5
Resistant students	1	2	3	4	5
Resistant parents	1	2	3	4	5
Lack of support from colleagues	1	2	3	4	5
Lack of support from administration	1	2	3	4	5
Concern over own lack of knowledge	1	2	3	4	5
Concern over possibly evoking personal hostility	1	2	3	4	5
Concern over possible change in self-image	1	2	3	4	5
Concern about questioning the tried-and-true	1	2	3	4	5
Doubts as to enterprise's intellectual respectability	1	2	3	4	5
Resistance to "extremist" flavor of some in field	1	2	3	4	5
Conviction that women/gender issues are unimportant	1	2	3	4	5
Other (what?)	1	2	3	4	5

What is the ONE thing that you think would help you most to tackle the issue of women and the issues raised by the new scholarship on women in your courses -- or help convince you that it is worth tackling?

READINGS USED
IN WORKSHOP SERIES ON INTEGRATING NEW SCHOLARSHIP
ON WOMEN AND GENDER INTO PRECOLLEGE HUMANITIES CURRICULA

Practical and Theoretical Underpinnings:

Chapman, Anne ed. and comp. Feminist Resources for Schools and Colleges: a Guide to Curricular Materials. Third edition. The Feminist Press, 1986.

Chapman, Anne. The Difference It Makes: A Resource Book On Gender For Educators. National Association of Independent Schools, 18 Tremont Street, Boston, Mass., 1988.

Schuster, Marilyn R. and Susan R. Van Dyne, eds. Women's Place in the Academy: Transforming the Liberal Arts Curriculum. Rowman and Allanheld, 1985. ("Syllabus Redesign Guidelines")

Roy, Paula A. and Molly Schen. "Feminist Pedagogy: Transforming the High School Classroom." Women's Studies Quarterly XV: 3 & 4 (Fall/Winter 1987).

Jaggar, Alison M. "Political Philosophies of Women's Liberation." In Bishop, Sharon and Marjorie Weinzweig eds. Philosophy and Women. Wadsworth Publishing, 1979.

Jaggar, Alison M. and Paula Struhl Rothenberg eds. Feminist Frameworks: Alternative Theoretical Accounts of the Relations Between Women and Men. Second edition. McGraw-Hill, 1984. (Part II: Conservatism, Liberalism, Marxism, Radical Feminism, Socialist Feminism.)

Arts:

Havice, Christine. "Teaching About Women in the Visual Arts: The Art History Survey Transfigured." Women's Studies Quarterly XV: 1 & 2(Spring/Summer 1987).

Hedges, Elaine and Ingrid Wendt. In Her Own Image: Women Working in the Arts. The Feminist Press, 1980. (Introduction.)

Harris, Ann Sutherland and Linda Nochlin. Women Artists: 1550-1950. A.A.Knopf, 1977. (Conclusions.)

Langer, Sandra L."Against the Grain: a Working Feminist Art Criticism." In Fowlkes, Diane L. and Charlotte S. McClure eds. Feminist Visions: Toward a Transformation of the Liberal Arts Curriculum. University of Alabama Press, 1984.

Neuls-Bates, Carol, ed. Women in Music: An Anthology of Source Readings from the Middle Ages to the Present. Harper & Row, 1982. (Introduction.)

History:

Lerner, Gerda. Teaching Women's History. American Historical Association, 400 A Street SE, Washington, DC, 1981.

Katz, Esther and Anita Rapone eds. Women's Experience in America: An Historical Anthology. Transaction Books, 1984. (Introduction; and Gerda Lerner's "The Lady and the Mill Girl")

Friedman, Jean E. and William G. Shade eds. Our American Sisters: Women In American Life and Thought. Third edition. D.C.Heath, 1982. (Anne Firor Scott's "Women's Perspective on the Patriarchy in the 1850's.")

Kerber, Linda K. and Jane DeHart Mathews eds. Women's America: Refocusing the Past. Oxford University Press, 1982. (Maria Perkins' "I am quite heart sick;" Rose's "Look for some others for to 'plenish de earth;" Carroll Smith-Rosenberg's "The Female World of Love and Ritual.")

Filene, Peter Gabriel. Him/Her Self: Sex Roles in Modern America. Second edition. Johns Hopkins University Press, 1986. ("Men and Manliness"-1880-1919)

Literature:

Lauter, Paul. "Reconstructing American Literature: A Strategy for Change." In Spanier, Bonnie, ALexander Bloom and Darlene Boroviak eds. Toward a Balanced Curriculum: A Sourcebook for Initiating Gender Integration Projects. Schenkman Publishing, 1984.

Cole, Phyllis and Deborah Lambert. "Gender and Race in American Literature: An Exploration of the Discipline and a Proposal for Two New Courses." Working Paper No. 115. Wellesley College Center for Research on Women, n.d.

Robinson, Lillian S. "Treason Our Text: Feminist Challenges to the Literary Canon." Working Paper No. 104. Wellesley College Center for Research on Women, 1983.

Ostriker, Alicia Suskin. Stealing the Language: The Emergence of Women's Poetry in America. Beacon Press, 1986. (Introduction.)

Webber, Jeannette and Joan Grumman eds. Woman as Writer. Houghton Mifflin, 1978. (Women on Writing: Tillie Olsen, Adrienne Rich, Sylvia Plath, Nikki Giovanni, Margaret Atwood. These were coupled with the same women's writings about women, some drawn from other sources.)

Tiptree, James (pseud. of Alice B.Sheldon) "The Women Men Don't See." In Sargent, Pamela ed. The New Women of Wonder: Recent

Science Fiction Stories by Women About Women. Random Huse, 1977.

Miller, Jane. Women Writing About Men. Pantheon Books, 1986. ("Women's Men.")

Lenz, Carolyn Ruth Swift, Gayle Greene and Carol Thomas Neely eds. The Woman's Part: Feminist Criticism of Shakespeare. University of Illinois Press, 1985. (Conversations between women.)

Riemer, James D. "Rereading American Literature from a Men's Studies Perspective: Some Implications." In Brod, Harry ed. The Making of Masculinities: The New Men's Studies. Allen & Unwin, 1987.

Psychology:

Gappa, Judith M. and Pearce, Janice. Assessing the Introductory Psychology Course. American Psychological Association, 1200 17 Street, Washington, DC, 1980.

Richmond-Abbott, Marie. Masculine and Feminine: Sex Roles Over the Life Cycle. Addison-Wesley, 1983. (Early Socialization into Sex Roles.)

Arnot, Madeleine. "How Shall We Educate Our Sons ?" in Deem, Rosemary ed. Co-education Reconsidered. Open University Press, 1984.

Beauchamp, Bill and Bonnie Wheeler. "From Achilles to the Heel: Teaching Masculinity." In Women's Studies Quarterly 1988: 3 & 4.

Sample curricula that served as models for, and were critiqued by, participants :

Chapman, Anne ed. Approaches to Women's History. American Historical Association, 400 A Street SE, Washington DC, 1978.

Fox-Genovese, Elizabeth and Susan Mosher Stuard eds. Restoring Women to History. (Western Civ.) Organization of American Historians, 112 North Bryan Street, Bloomington, IN, 1983.

Gates, Barbara, Susan Klaw and Adria Steinberg. Changing Learning, Changing Lives: A High School Women's Studies Curriculum from the Group School. The Feminist Press, 1981.

Goddard-Cambridge Graduate Program In Social Change. Breaking the Silence: Seven Courses in Women's Studies. Education Development Center, 55 Chapel Street, Newton, MA, 1979.

Hull, Gloria T., Patricia Bell Scott and Barbara Smith. But Some of Us Are Brave: Black Women's Studies. The Feminist Press, 1982.

Hunter, Lisa, Project Director. Sources of Strength: Women and Culture. (African, Chinese, African-American and Chinese-American women. Heavy on literary texts.) Far West Laboratory for Educational Research and Development, distrib. by Education Development Center,55 Chapel Street, Newton, MA, 1978.

Nilsen, Alleen Pace. Changing Words In a Changing World: Pop! Goes the Language. Education Development Center, 55 Chapel Street, Newton, MA, 1979.

Pleck, Elizabeth, Joan Hoff Wilson and Harold Woodman eds. Restoring Women to History (US history) Organization of American Historians, 112 North Bryan Street, Bloominton, IN, 1984.

Wendt, Ingrid. Teaching Guide to Hedges, Elaine and Ingrid Wendt, In Her Own Image: Women Working In the Arts. The McGraw-Hill Book Company, 1980.

The workshop series using the above readings was supported by a grant from the George Gund Foundation of Cleveland, Ohio 1986-89. Project Director was Dr.Anne Chapman, Academic Dean, Western Reserve Academy, Hudson, Ohio 44236.

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MODELS OF STUDENT WAYS OF KNOWING, AND SOME SUGGESTED PEDAGOGIES

(Models Based on Belenky et al., Women's Ways of Knowing, 1986 and Perry, Forms of Intellectual and Ethical Development 1970)

Note: individuals will not always tidily fit into these categories

1. MODEL: SILENCE

Students see:
- authority as external, absolute, unpredictable, and necessary; without being constantly told what to do, they feel they cannot function
- learning as blind obedience; no recognition of existence of a system
- life as polarities, stark right and wrong
- themselves as having no control over what is happening in their life; lacking a sense of self, unable to trust themselves to remember/understand what they are told

Teacher sees:
- a student who does not comment or ask questions, and overwhelmingly answers, if at all, with "I don't know;" has short attention span; is immature and impulsive, alternately acting withdrawn and acting out

Pedagogy:
- providing confirmation that student can be trusted to learn
- ensuring she or he has opportunities to succeed
- providing learning environment student perceives as safe, not threatening
- providing concrete learning activities
- helping to develop the ability to speak out, facilitating inner dialogue, a sense of own mind/personality

2. MODEL: RECEIVED KNOWLEDGE

Students see:
- authority as external, hierarchical, and having one "right answer" to every question/problem
- learning as receiving, retaining and returning words of authority unchanged; knowledge as quantitative, absolute
- life as divided between facts, which are true and opinions, which don't count; where the partly wrong is worthless,paradox impossible; where conflict is endemic, is win/lose
- themselves as static, vessel to be filled; as discrete thinkers, it is hard for them to conceptualize self as growing, "becoming"

Teacher sees:
- a student who is literal-minded; a dualistic thinker; has strong need for predictability and clarity; may feel betrayed if asked for application/transformation of material, or for own thoughts

Pedagogy:
- finding, and providing praise for, instances of such students' use of intelligence
- giving them responsibility for helping others learn, to get them away from reliance on external authority and help them develop a sense of themselves as having some authority
- marking for them the stages in their intellectual development, to help them see their own growth
- pointing out the existence of multiple perspectives, the intertwining of facts and interpretations

3. MODEL: SUBJECTIVE KNOWLEDGE

Students see:
- authority as internal:gut feelings,intuition external authorities, while not having "right answers" either, insisting on factual/logical support for feelings/opinions
- learning as derived from first-hand, unique experience; truth as relative, diverse; multiplicity of knowledge relevant to self
- life as split between ideas/facts from outside authority, and the more important inner feelings; where there is no absolute truth, each person's opinion being, at the time, valid for them; hence shifting, fluid
- themselves as conduit through which a felt personal truth emerges;unsettled sense of self fearful of isolation, of need to defend views

Teacher sees:
- a student who is overly personal, emotional, arbitrary, concrete; who distrusts/is uncomfortable with abstraction, logic, analysis; may be hostile or withdrawn, perceiving academic learning as irrelevant

Pedagogy:
- providing the means for validating, reinforcing, and making convincing to others rather than questioning or suppressing students' "inner voice"
- respecting concrete, unique experience, but helping to set it in the wider context of the appropriate abstractions,generalizations, theories, and pointing out ways it is shared
- offering techniques for constructing answers rather than providing alternative answers
- evaluating in terms of procedures used to substantiate opinions/feelings rather than of the opinions/feelings themselves

4. MODEL: PROCEDURAL KNOWLEDGE

Students see:
- authority as expertise that can be respected and useful; truth as shareable, with some truths truer than others; neither facts nor feelings as infallible
- learning as use of techniques to generate and evaluate different perspectives/interpretations leading to fuller understanding; objective orientation towards that which is to be known; system can be analyzed and criticized, but only in terms of its own standards; knowledge is qualitative, depends on contexts
- life as diverse but orderly, coherent
- themselves as"separate"or"connected"knowers: ("connected" may be more typical of women)

"Separate":	"Connected:"
Doubter/sceptic	Believer
Adversarial	Empathetic
Asks of other's stance: What steps in reasoning led to...?	Asks of other's stance: What experience led to..?
Assails other's logic	Shares other's experience
Brings to group polished argument, tries to get others to accept it	Brings to group half-baked ideas,tries to get others to help develop it
Personality is a distraction to perception	Personality is enrichment to perception
In discussion, knowing other participants is unimportant	In discussion, knowing others is important
Understanding gained by detachment, control over	Understanding gained by closeness,opening self to
Arguments are for trying to prove/ disprove/convince	Arguments are for trying to understand/be understood
Only one can win: I want it to be me	Perhaps all can win: I don't want others to lose

Teacher sees:
- a student who has a stake in the academic enterprise; who approaches learning consciously, deliberately and systematically; who is likely to value form over content; is willing to think about thinking

Pedagogy:
- modeling the construction of knowledge by "thinking out loud," demonstrating thought as struggling, attainable, imperfect
- showing students that their struggle with academic work is of the same kind as that of the teacher in putting together a course, a scholar in producing a book
- playing down "the right answer" in favor of "the best answer we now have, because..."
- helping to build on/incorporate the personal
- validating collaboration as an alternative

5. MODEL: CONSTRUCTED KNOWLEDGE

Students see:
- authority as expertise to be evaluated, and used when helpful, rather than to be followed or rejected
- learning as question and problem posing; making of connections; caring attentiveness; sharing process of thinking as well as thoughts; "real talk," collaborative rather than adversarial dialog, important to the nurturing of emergent ideas; not only system, but standards/values it uses also can, may,perhaps should, be questioned
- life as interconnected, separation between knower and known artificial, values to be wholeheartedly but tentatively held
- themselves as passionate about knowledge, committed to development of all parts of their life and recognizing the need to balance commitments

Teacher sees:
- a student whose questioning may pose intellectual challenge; whose concerns may raise difficult ethical questions; whose need is for the teacher to model tolerance, rigor, new intellectual horizons; with whom there is potential for collegiality in the inquiry process

Pedagogy:
- providing opportunities for independent work, and for collaborative learning
- providing opportunities for students to deal with amorphous/ambiguous situations, with having to establish priorities
- allowing time for knowledge to emerge/be constructed (it's a powerful but not an efficient process)
- supporting and validating students operating in this mode (they may have sudden accesses of self-doubt, difficulties with accepting their own authority, discomfort with uncertainty)

The Stacked Time-Line: What Is Important?

What to do:

1. Give students Handout #1, on p. 88, or a similarly "stacked" time-line. Ask them to eliminate ten items they consider least worth knowing, and justify their decisions.
2. Have them replace the items they eliminated with whatever others they consider more significant in the same time-period, and defend their choices.
3. Assign "specialties," and have students come up with items that were specifically important primarily for women, men, the working class, minorities, landowners, or any other group. Compare the information compiled.
4. Ask students to compare the time-line, chronological table, or list of dated events and conditions in their textbook with the "stacked" time-line, and with those they compiled themselves. What does the comparison suggest?
5. Have students discuss the bases on which decisions about historical significance can, or should, be made. Some issues to consider are the relative importance of: numbers affected; the seriousness, reversibility, and long range of the effects; impact at the time as opposed to future implications; material conditions and ideas; the balance between "great men and women" on one hand, and "social forces" on the other.

Why do it:

1. Using the stacked time-line, students can be encouraged to see that the information in their textbook is, at best, "a" truth rather than "the" truth, and start grappling with the role of historians in constructing history: To what extent are historians—and should, or could, they be—passive mouthpieces for the past; passive reflectors of the consensus of their present; or active agents for the preservation of the *status quo* or the promotion of change in the future?
2. Stacking a time-line allows teachers to introduce information not covered in the text and to obtain for it consideration in some depth by students. It can be used to generate additional information by leading into committed (because students have a stake in a personal judgment they are defending) student research.
3. Value clarification may be introduced when discussing the issue of what is worth knowing, and how worth can, or should, be established in the historical context.
4. Historiography may be touched on in a discussion of the weight given in most textbooks to political history. This may be explained as a legacy of the nineteenth century, when government was seen as the cutting edge of change, and national histories were written for political purposes—an orientation continued into the twentieth century because nationalism remained the dominant ideology, but challenged by social historians and by the recent claim, most clearly articulated perhaps by historians of the family, that it is the socialization process that represents the cutting edge of change.

HANDOUT #1: THE "STACKED" TIME-LINE

1774—Louis XVI becomes King of France
1780—Illegitimate births in Europe at about 2% of all births
1788—Leicester, England: hand spinners foment industrial protest, destroying spinning machines
1789—French National Assembly adopts *Declaration of the Rights of Man*
1791—Olympe de Gouges publishes her *Declaration of the Rights of Woman and the Citizen*
1796—Edward Jenner introduces inoculation against smallpox
1800—Combination Act bans trade unions in England
1801—Union of Great Britain and Ireland
1804—Napoleon I declares himself Emperor of France
1807—Peace of Tilsit: Prussia and Russia join France against England
1818—Spinners' Strike—women members of union draw strike pay equally with men
1820—Congress of Troppau: attempt at protection against internal revolution by international action
1822—Francis Place advocates birth control and publishes practical advice on "how to" by means of a sponge and a "skin"
1823—Charles Babbage constructs "Analytical Engine," forerunner of computer
—Augusta, Countess Lovelace, writes first "computer program" for above
1830—Revolutions in France and Belgium
1832—Pope Gregory XVI's encyclical condemns freedom of conscience and of the press
1833—Abolition Act: Slavery abolished in British Empire
1837—Mme. deMauchamp presents petition to French Chamber of Deputies to have article 210, "The Wife owes obedience to her husband," removed from the Civil Code
1839—Commissioner Lin's confiscation and burning of 3 million pounds' worth of opium, illegally imported into China by British merchants, gives rise to Opium War
1841—Life expectancy at birth: 40 years for men, 42 for women in England
1846—Corn Laws repealed: free import of small grains into Britain
1853—Chloroform becomes accepted for anesthesia in childbirth
1854—Crimean War begins
1855—Florence Nightingale introduces hygienic standards in military hospitals
1856—Establishment of Office for the Studies of Barbarian (that is, European) Books in Japan
1859—Charles Darwin's *Origin of Species* gives evidence for and explanation of evolution
1861—26% of all women in Britain are gainfully employed, nearly half of them as domestic servants
1864—First meeting of First International (International Working Men's Assoc.)
1865—Washing machines in industrial production
1866—25% of all women in France are gainfully employed, about a quarter of them as domestic servants, about half in garment-making and textiles
1867—Volume I of Karl Marx's *Das Kapital* published
1870—Franco-Prussian War begins
—Illegitimate births in Europe at about 11% of all births
1874—Women's Trade Union League founded in England
1880—Canned fruits and meats first appear in stores
1882—Married Women's Property Act in England gives wives right of ownership independent of their husband.
1890—Average wage of women workers less than half that of men.
1896—52% of all single, 38% of all married women in France are gainfully employed
1896—Ethiopians defeat Italian army in pitched battle at Adowa
1904—Japan defeats Russia and enters ranks of "Great Powers"

Compiled by Anne Chapman, 1978.